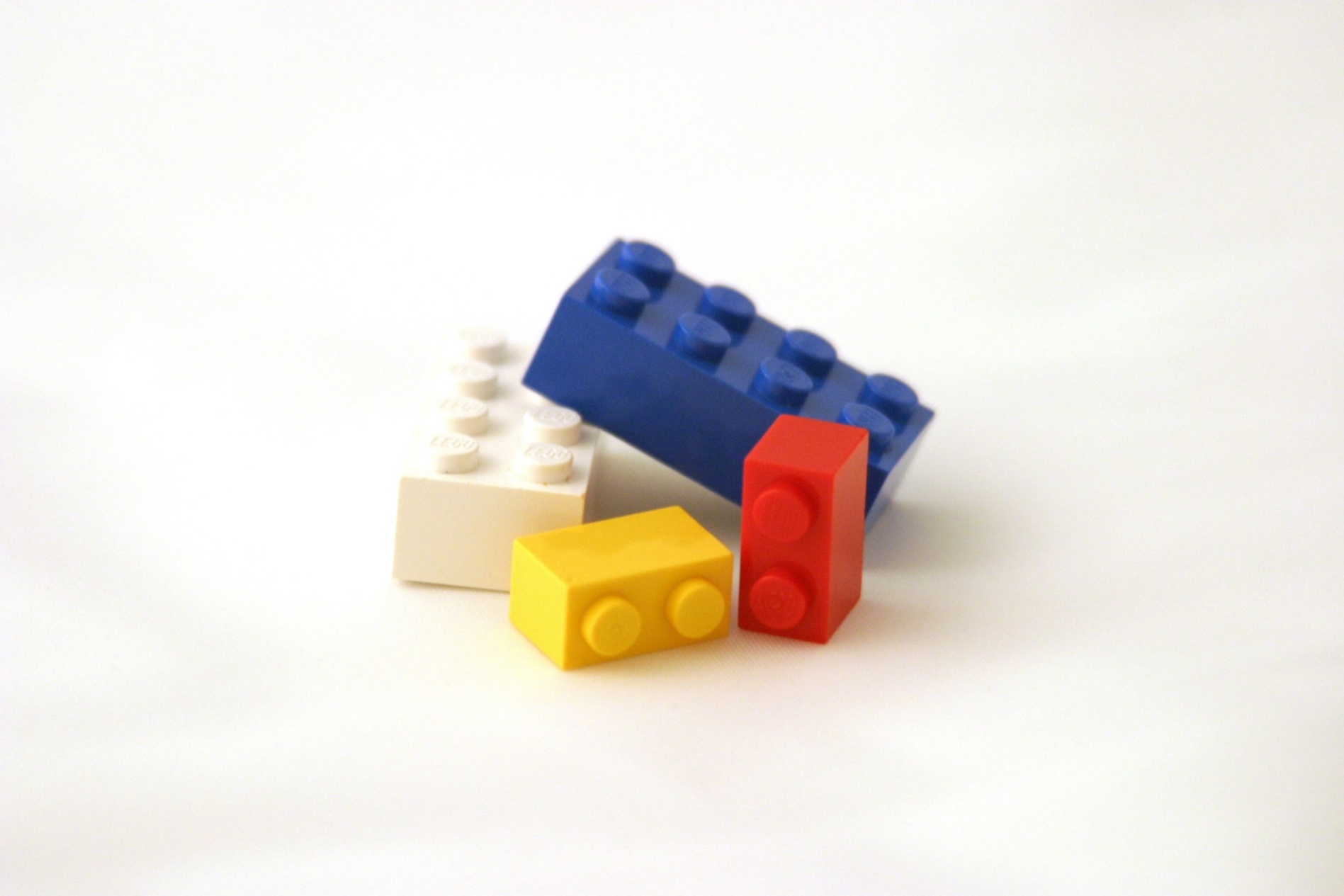
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Image: [Terry Eaton](http://www.freeimages.com/photo/133388)

http://scaffoldingwl.wikispaces.com/

|  |  |
| --- | --- |
| **Topic** | **Notes** |
| **What do we mean by proficiency? Literacy?**  **Scaffolding Interpretive Communication**   * Finding & Evaluating Culturally Authentic Texts & Materials * Scaffolding with Formatting * Scaffolding Genre * Scaffolding with Pre-reading Activities   + Activating Prior Knowledge & Experiences   + Building a Foundation of Oral Language and Breaking Texts into Chunks   + Creating Schema |  |
| **BREAK** |  |
| **Scaffolding Interpersonal Communication**   * Scaffolding During Reading * Engaging Learners with Meaning * Focusing on Form * Guiding Cognition, Cultural Learning, & Communication with Academic Language   **Scaffolding Presentational Communication** (if there is adequate time) | 1 |

|  |
| --- |
| **Learning Outcome:** Students will (insert proficiency-based communicative language function)about (insert global issue or social problemusing information from (academic content or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.  **Proficiency-based Functions:**   * Ask for directions, info., help * Circumlocute or paraphrase * Compare & contrast * Defend an opinion * Describe (events, people, places, problems) * Explain (convey info. in steps) * Hypothesize * Narrate (relate a story) * State an opinion * Support an opinion (with a logical argument)   **More Communicative Functions:**   * Clarify or verify understanding * Complain * Express dis/agreement, emotion * Give & receive compliments * Give advice, reasons * Initiate/close conversations * Interrupt * Leave a message * Make appointments or plans * Make excuses or requests * Make recommendations/suggest * Make small talk * Offer or refuse help * Respond appropriately with rejoinders * Shop (buy/sell) * State preferences   **Cultural Context:**   * Community Organization * Country * Cultural Event * Cultural Issue * Culturally Important Site * Geographical Region * Social Group or Setting   **Academic Content:**   * [Art](http://cultureconnection.wikispaces.com/Art) * [Business Management & Administration](https://careertech.org/business) * Career Education * Economics * English/Language Arts * Family & Consumer Science * [Health Sciences](https://careertech.org/health-science) * [Information Technology](https://careertech.org/information-technology) * [Marketing](https://careertech.org/marketing) * Mathematics * Music * Physical Education * Science * Social Studies * Theater Education   [**Career Cluster Pathway**](https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf)  [**(Click here, choose a career pathway, then click to view**](https://www.onetonline.org/find/career?c=0&g=Go) **professional tasks)**  [**Grammatical Structure**](http://languagelinks2006.wikispaces.com/Spanish+-+Grammar-related+Activities)**:**   * Adjective Agreement * Commands * Comparatives & Superlatives * Conditional * Demonstratives * Direct & Indirect Object Pronouns * Future * Imperfect Subjunctive * Interrogatives * Measure Words * Negation * Present Perfect * Past Perfect * Present Indicative * Present Subjunctive * Preterit v. Imperfect * Relative Pronouns   [**Vocabulary**](http://languagelinks2006.wikispaces.com/Vocabulary-related+Activities)**:**   * Adjectives * [Animals](http://cultureconnection.wikispaces.com/Animals) * [Body parts](http://cultureconnection.wikispaces.com/Body+Parts) * [Colors](http://cultureconnection.wikispaces.com/Colors) * [Community](http://cultureconnection.wikispaces.com/Community+Service) * [Emotions](http://cultureconnection.wikispaces.com/Emotions) * [Health](http://cultureconnection.wikispaces.com/Health+%26+Hygiene) * [Numbers](http://cultureconnection.wikispaces.com/Numbers) * [Pastimes](http://cultureconnection.wikispaces.com/Hobbies-Leisure+Time) * [Place,](http://cultureconnection.wikispaces.com/Places) & [Professions](http://cultureconnection.wikispaces.com/Professions) * [School](http://cultureconnection.wikispaces.com/School) * [Technology](http://cultureconnection.wikispaces.com/Science+%26+Technology)   [**Assessment**](http://learn2assess.wikispaces.com/) **&** [**Projects**](http://project-basedlanguagelearning.wikispaces.com/Project+Ideas)  ***(Which will align best with your learning outcome?)***   * Advertising Campaigns * Biographies * Brochures or Flyers * Business Plans * Children’s Stories * Commercials * Community Events * Curriculum Materials * Documentaries * Editorials * Exhibits * Field Guides * Infographics * Interviews * Learning Centers * Maps * Models or Prototypes * Newscasts * Newspaper Articles * Oral Histories * Photo Essays * Plays * Poems * Press Releases * Public Service Announcements (PSAs) * Service Projects * Signs * Speeches * Time Capsules/Time Lines * TV Programs * Video Shorts * Weebsites   [**Global Issue or Social Problem**](http://cultureconnection.wikispaces.com/)**:**   * [Advertising](http://cultureconnection.wikispaces.com/Advertising) * [Aging](http://cultureconnection.wikispaces.com/Aging)/Generation Gap * [Beauty & Aesthetics](http://cultureconnection.wikispaces.com/Beauty) * [Bullying](http://cultureconnection.wikispaces.com/Bullying) * [Community Service](http://cultureconnection.wikispaces.com/Community+Service) * [Crime](http://cultureconnection.wikispaces.com/Crime) & [Safety](http://cultureconnection.wikispaces.com/Safety) * [Diversity & Interculturality](http://cultureconnection.wikispaces.com/Diversity+%26+Interculturality) * [Dreams](http://cultureconnection.wikispaces.com/Dreams)/[Future](http://cultureconnection.wikispaces.com/Future) * Economic Issues * [Education](http://cultureconnection.wikispaces.com/Education) * [Emergencies](http://cultureconnection.wikispaces.com/Emergencies) (Preparedness) * [Entertainment](http://cultureconnection.wikispaces.com/Entertainment)/Fine [Art](http://cultureconnection.wikispaces.com/Art)s * [Ecology/Environmental Issues](http://cultureconnection.wikispaces.com/Environment) * [Exploration](http://cultureconnection.wikispaces.com/Exploration) * [Family](http://cultureconnection.wikispaces.com/Family) Violence * [Fashion](http://cultureconnection.wikispaces.com/Fashion) * [Friendship & Love](http://cultureconnection.wikispaces.com/Friendship+%26+Love) * [Health Care & Hygiene](http://cultureconnection.wikispaces.com/Health+%26+Hygiene) * [Heroism](http://cultureconnection.wikispaces.com/Heroes) * [Homelessness & Hunger](http://cultureconnection.wikispaces.com/Homelessness+%26+Hunger) * [Human Rights](http://cultureconnection.wikispaces.com/Human+Rights) * [Identity](http://cultureconnection.wikispaces.com/Identity) & Self-Expression * [Immigration](http://cultureconnection.wikispaces.com/Immigration) * [Literacy](http://cultureconnection.wikispaces.com/Literacy) * [Natural Disasters](http://cultureconnection.wikispaces.com/Natural+Disasters) * [News & Current Events](http://cultureconnection.wikispaces.com/News+%26+Current+Events) * [Nutrition](http://cultureconnection.wikispaces.com/Nutrition) * Peace & [War](http://cultureconnection.wikispaces.com/War) * [Prejudice & Stereotyping](http://cultureconnection.wikispaces.com/Prejudice+%26+Stereotypes) * [Science](http://cultureconnection.wikispaces.com/Science) & [Technology](http://cultureconnection.wikispaces.com/Technology) * [Substance Abuse](http://cultureconnection.wikispaces.com/Substance+Abuse) * [Women’s Rights](http://cultureconnection.wikispaces.com/Women) |

2

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**Texts**

***(Culturally Authentic – 2 or more)***

**Teams & Tools**

***(Collaboration, Routines & Procedures)***

**Topic**

***(Conceptually-rich)***

**Tasks**

***(Critical Thinking & Creativity)***

**Talk**

***(Interpersonal Communication)***

3

Image: [Oddball27](http://www.sxc.hu/photo/1152762)

**dentify Culturally 33**

**WHAT IS A CULTURALLY AUTHENTIC TEXT?**

**A text produced by a member of the target culture for consumption in the target culture.**

4

**Where else can I find culturally authentic**

**texts to support inquiry?**

**Culture Connection Wiki**

[**http://cultureconnection.wikispaces.com/**](http://cultureconnection.wikispaces.com/)

**ASL:** [**http://cultureconnection.wikispaces.com/ASL**](http://cultureconnection.wikispaces.com/ASL)

**Arabic:** [**http://cultureconnection.wikispaces.com/Arabic**](http://cultureconnection.wikispaces.com/Arabic)

**Chinese:** [**http://cultureconnection.wikispaces.com/Chinese**](http://cultureconnection.wikispaces.com/Chinese)

**French:** [**http://cultureconnection.wikispaces.com/French**](http://cultureconnection.wikispaces.com/French)

**German:** [**http://cultureconnection.wikispaces.com/German**](http://cultureconnection.wikispaces.com/German)

**Indonesian:** [**http://cultureconnection.wikispaces.com/Indonesian**](http://cultureconnection.wikispaces.com/Indonesian)

**Italian: <http://cultureconnection.wikispaces.com/Italian>**

**Japanese: <http://cultureconnection.wikispaces.com/Japanese>**

**Korean: <http://cultureconnection.wikispaces.com/Korean>**

**Latin: <http://cultureconnection.wikispaces.com/Latin>**

**Persian: <http://cultureconnection.wikispaces.com/Persian>**

**Portuguese: <http://cultureconnection.wikispaces.com/Portuguese>**

**Russian:** [**http://cultureconnection.wikispaces.com/Russian**](http://cultureconnection.wikispaces.com/Russian)

**Spanish:** [**http://cultureconnection.wikispaces.com/Resources**](http://cultureconnection.wikispaces.com/Resources)

**Vietnamese:** [**http://cultureconnection.wikispaces.com/Vietnamese**](http://cultureconnection.wikispaces.com/Vietnamese)

**HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?**

* Use a [**country-specific search engine**](http://www.searchenginesindex.com/)
* Search in your **target language**.
* Put your search terms in **quotation marks** *(i.e., “search terms”)*
* Narrow your search with **multiple search terms** *(i.e., Picasso “Spanish civil war”)*
* Try searching for **specific types of texts** *(i.e., audio files, images, or videos)*
* Try a **file type search** (filetype:jpg “search terms”) [docx, mp4, pdf, pptx, xlsx, etc.]
* Which facets of your lesson **TOPIC** will learners investigate?
* What **background information** do learners need about the topic?
* Locate at least **three** [**culturally authentic texts**](http://cultureconnection.wikispaces.com/)**.**
* The texts should be in your **target language**.
* Try to find texts that represent **different genres, modalities, viewpoints, cultural perspectives, or career pathways**.

Learners need **background information about:** *(Check all that apply & star the priority)*

* **The topic of the lesson:**
* **A social issue or problem related to the lesson:** ([*Social Problems & News Topics in the 21st Century*](http://lib.guides.umd.edu/c.php?g=326995&p=2194601)*;* [*Defining the Social Problem*](http://www2.maxwell.syr.edu/plegal/TIPS/worksheet1.html)*;* [*Community Challenges*](http://1.bp.blogspot.com/-AvnII1zCqiY/UVmQxYVk7mI/AAAAAAAAFVM/KEfFpSTM2x4/s1600/TMCHub.jpg))
* **The cultural context of the lesson:** (*List relevant elements below*)
  + Specific country/geographical location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Sector or subculture of society (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Related cultural products: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Related cultural practices: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Related cultural perspectives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* [**Career Pathways**](https://www.onetonline.org/find/career?c=0&g=Go) **or** [**Career Clusters**](https://www.careertech.org/sites/default/files/CareerClustersPathways.pdf) **related to the lesson:**
* **Different perspectives on the lesson topic, social issue, or problem:**
  + U.S. v. the target culture
  + Various groups within the target culture
  + Pros v. cons
  + Various stakeholders/points of view
* **Opportunities to clarify their own beliefs, values, and perspectives about…**

**What will learners do with the texts?** Categorize, analyze, or evaluate alternatives, ask questions, justify and defend opinions, propose actions, solve problems, synthesize information

5

1) The topic of my lesson is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) The learning objective for my lesson is:

Students will (insert proficiency-based communicative language function)about (insert global issue or social problem) in (cultural context) using information from (academic content or [Career Cluster Pathway](https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf)), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

3) The [**culturally authentic texts**](http://cultureconnection.wikispaces.com/) I have selected are: *(Circle 3 options below)*

|  |  |
| --- | --- |
| * Ad or commercial * Article * Artwork, image, or photograph * Brochure or Pamphlet * Business Website * Cartoon or comic strip * Children’s Book * Cultural artifact or piece of realia * Documentary * Editorial, Essay, or Opinion Piece * Flyer * Infographic * Interview | * Magazine or Newspaper Article * Meme * Movie Trailer * Newscast * Poem * Proverb * Public Service Announcement * Results from a poll or survey (Gallup, etc.) * Radio Story * Short Story * Song * Video Clip or “Short” * Website |

Text 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Literary Text*

Text 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Informational Text*

Text 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Multimedia Text (Artwork, image, infographic, photograph, song, video)*

3) The key concepts and ideas I want learners to **notice** in these texts are:

4) The types of **questions** I hope engagement with this text may generate are:

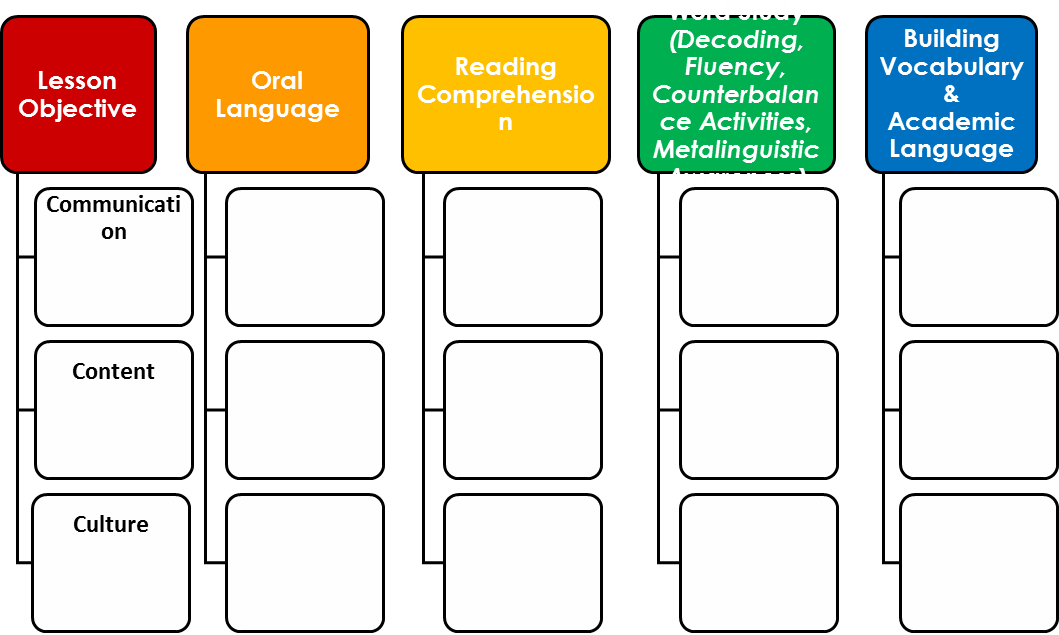
5) I will **scaffold** learners’ analysis of these texts using graphic organizers such as:

* + U.S. v. target culture ([*Chart*](http://www.smekenseducation.com/f150a1c2a7_sites/www.smekenseducation.com/files/T-Charts__3_columns_HORZ.pdf)*,* [*Compare & Contrast Key Words*](http://www.accuteach.com/wp-content/uploads/2015/02/compare-contrast-reading-coomprehension-one-pager.png)*,* [*Graphic Organizer*](http://www.docslides.com/thumb/1_232755.jpg)*;* [*Map*](https://s-media-cache-ak0.pinimg.com/736x/67/0b/1d/670b1d433bcbc7c22a213e426357f97d.jpg)*;* [*Open Compare/Contrast*](http://4.bp.blogspot.com/_v_aGU4Smrhc/S9-HW8BLv5I/AAAAAAAAAAM/uXDR37TI34U/s1600/image0.jpg)*;* [*T-chart*](http://3.bp.blogspot.com/-eG9hWWSNMsk/VdogyLxRA7I/AAAAAAAABqA/9OcOmCVFCDo/s1600/t-chart-lesson-freebie.002.jpg)*,* [*Venn*](http://www.math-aids.com/Venn_Diagram/Venn_Diagram_Template_Two_Set.html)*,* [*Web*](http://www.homeofbob.com/pedagogy/teach/tools/mapsWebs/cmparCntrst.html)*)*
  + Pros v. cons ([*Weighted Pros and Cons*](http://www.decisionskills.com/uploads/5/1/6/0/5160560/worksheet_-_weighted_pros_and_cons.pdf)*;* [*Decision Making Worksheet*](http://accessproject.colostate.edu/assets/PDFs/decision_making_worksheet.pdf)*;* [*Appraising Change Worksheet*](http://www.blackdoginstitute.org.au/docs/4.ChangeAppraisingChangeandchangesheetplan.pdf))

6

**Use the chart to brainstorm possible INTERPRETIVE TASKS**

**that would help students accomplish each lesson objective.**



**1**

**2**

**3**

7

8

**Scaffolding Texts**

*(Products, Practices, Perspectives)*

***Goals:***

* Construct a clear **path** through the text

* **Guide attention** to main ideas and important details (formatting)
* Help learners **make decisions** (informational sign posts)
* Ensure **safety and success** in overcoming obstacles (scaffolding)
* Help learners **engage** with the text
* Comprehend 🡪 Meaning of text (literal, figurative, for self, for society)
* Discuss 🡪 Global Issues & Social Problems
* Critically Interpret 🡪 Culture
* Apply 🡪 Disciplinary Content
* Leverage 🡪 Language Patterns
* Share 🡪 Learning & Opinions

**Scaffolding the Reading Process**

* Engage students with pre, during, post-reading activities
* Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary
* Read multiple texts on the same topic
* Focus on main ideas, then details, then implications
* Teach reading strategies
* Use activity protocols

**Scaffolding Engagement**

*Extract information for a purpose*

* Annotate the text
* Ask questions
* Categorize or sort
* Compare and contrast
* Highlight words you know
* Identify main ideas
* Illustrate
* Locate important details
* Match pictures to sentences
* Note comprehension (√,?, !, ♥)
* Paraphrase or summarize
* Predict (Y/N, Word Splash)
* Sequence main ideas, ¶s
* Write headings or titles

**Scaffolding Text Structure**

* ***Format the text:***
  + Divide it into smaller, more manageable chunks
  + Increase the font size
  + Double-space between sentences & paragraphs
  + Bold main ideas
  + Highlight and color code important language patterns
  + Add headings, titles, or captions to long passages for orientation
* ***Add Features to the Text:***
  + **Hints** regarding genre
  + **Images** that clarify meaning
  + **Links** or QR codes to related texts
  + **Paraphrases** of main points
  + **Opportunities to DO** something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something)

**Key Principles**

1. **Activate** prior knowledge and experiences
2. **Build** conceptual and cultural background knowledge
3. **Connect** to students’ personal lives
4. **Develop** scaffolding to help students overcome difficult sections
5. **Engage** students with the content of the text
6. **Format** the text to improve comprehension
7. **Give** students pre-, during, and post-activities
8. **Have** students make multiple passes through the text for different purposes

9

[**Discussing**](http://languagelinks2006.wikispaces.com/Interactive+Activities#toc2) **or Retelling a Text**

**I**ndividual **P**airs **G**roups **W**hole

Class

*Word* ♦ *Phrase* ♦ *Sentence ♦ Strings of Sentences* ♦ *Paragraph* ♦ *Connected Paragraphs*

* [Affinity Diagram](http://www.doh.state.fl.us/hpi/pdf/AffinityDiagram.pdf) ([Example](http://www.montgomeryschoolsmd.org/info/baldrige/images/tools_affinity_large.jpg))
* [Carrousel Walk](http://languagelinks2006.wikispaces.com/file/view/CarrouselWalk2.jpg/366228432/800x449/CarrouselWalk2.jpg)
* [Contextual Inquiry](http://static.squarespace.com/static/510417dbe4b0554384f78c51/51ca8ff5e4b0898df4bf6487/51ca9439e4b014f2c6e1a9ce/1372230848696/01_affinity_diagram.jpg)
* Focus Group
* [Four Corners](http://www.carla.umn.edu/articulation/polia/pdf_files/fourcorners.pdf)
* [Games](http://languagelinks2006.wikispaces.com/Games) ([Tell Me About](http://1.bp.blogspot.com/-8_fqo3LY3Z0/U9sETLuNiPI/AAAAAAAACaw/GrZDAq_Vdvw/s1600/Slide4.PNG))
* [Human Graphing](https://theglobalpen.com/2012/07/25/icebreaker-1-the-human-bar-graph/) ([Ex 1](http://thinkthematic21c.wikispaces.com/file/view/HumanGraphing%26Scaffolding.jpg/405757988/560x420/HumanGraphing%26Scaffolding.jpg), [Ex 2](https://pbs.twimg.com/media/COjzE2WUwAA7jMR.jpg))
* [Inside/Outside Circles](http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles)
* Interviews or Panel of Experts
* [Jigsaw](http://www.adlit.org/strategies/22371/)
* [Learning Centers](http://languagelinks2006.wikispaces.com/Learning+Centers)
* Listening Grids
* Mixers or Musical Chairs
* Paired Activities (Info. Gap)
* [Problem-solving Tasks](http://listserv.buffalo.edu/cgi-bin/wa?A2=ind0005&L=FLTEACH&P=R565&I=-3)
* [Reciprocal](https://youtu.be/ngCFr1TO62w)/[Power Teaching](https://www.youtube.com/watch?v=FhvaDFwmfBY)
* Role Plays, Simulations, or Skits
* [Roll a Story](http://crazyspeechworld.com/2014/06/roll-a-story-freebie.html) or Silly Stories
* Rotation Reviews
* [Scavenger Hunts](https://www.pinterest.com/pin/86623992807344287/)
* [Show & Tell](http://www.riverdale.edu/page.cfm?p=918&newsid=225)
* Signature Searches
* Stand When You Hear…
* Story Squares
* [Surveys or Questionnaires](http://learn2assess.wikispaces.com/Tools+for+Assessment#Polling, Quiz, & Survey Tools)
* Telephone
* [Think-Pair-Share](http://www.studenthandouts.com/3web/thinkpairshare.pdf)

**Ways to Read a Text**

* Choral 🡪 Shared 🡪 Guided 🡪 Paired 🡪 Individual Rdg.
* Describe & Draw
* Hear/Say or I Have/Who Has?
* [Inside/Outside Circles](http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles)
* [Jigsaw](http://www.adlit.org/strategies/22371/) ([Read & Retell](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/proflearn/Pages/readandtell.aspx))
* Round Robin Reading
* Recording Studio (Audacity)
* Read & Respond (√,?, !, ♥)
* [Roll & Retell](https://thebusyteachersguide.files.wordpress.com/2014/11/roll-and-retell.jpg), [Roll a Topic](https://s-media-cache-ak0.pinimg.com/236x/16/d6/ab/16d6abc40d4f660e57acb362894e6285.jpg)
* [Say Something](https://www.pinterest.com/pin/67554063139110498/) ([Sentence Stems](https://www.pinterest.com/pin/358739926543726550/))
* Story Switches or Table Tents

[**Reading Activities**](http://languagelinks2006.wikispaces.com/Story-based+Instruction)

* [Analogize](http://www.duncanvilleisd.org/cms/lib6/TX01917816/Centricity/Domain/537/Analogies.pdf), Analyze, Infer, Predict, or Problem-Solve
* Categorize, Match, Prioritize, Sequence, Sort (objects, pix, sentences), or Unscramble Text
* Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr.
* Compare/Contrast
* Evaluate ([The 4 As Protocol](http://www.nsrfharmony.org/system/files/protocols/4_a_text_0.pdf))
* Grab-a-Word/Picture
* Highlight Cognates/Words
* Inductive Grammar
* Manipulatives, Picture Pop-ups
* [Reciprocal Strategies Wksheet](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_interventions/recip_teaching_2.pdf)
* [Save the Last Word for Me](http://www.nsrfharmony.org/system/files/protocols/save_last_word_0.pdf)
* [Scavenger Hunt](http://alex.state.al.us/uploads/pbl_unit/467/2/PBLQRCodesHero.pdf) ([Another ex.](https://www.pinterest.com/pin/86623992807344287/))
* State, Support, Justify, Defend Opinions
* [Text Rendering Protocol](http://www.nsrfharmony.org/system/files/protocols/text_rendering_0.pdf)

**Checks for Understanding**

* ABC Boxes, [ABC Summary](http://www.readingquest.org/pdf/abc.pdf), or [Acrostic](https://www.pinterest.com/pin/332562753708749376/)
* Blog, Discussion Forum, or Journal
* [Closure Activities](http://languagelinks2006.wikispaces.com/Closure+Activities)
* [Foldables](http://foldables.wikispaces.com/home) or [Graphic Organizers](http://www.studenthandouts.com/graphic-organizers/)
* [Games](http://languagelinks2006.wikispaces.com/Games) (Catch Phrase, Taboo, 20 ?s)
* [Gimme 5](https://www.pinterest.com/pin/132152570286564275/) or [PearDeck](https://app.peardeck.com/home/)
* Grab-a-Word/Picture or Hear/Circle
* Popcorn, Signal Cards, [Snowballs](http://www.sjsu.edu/aanapisi/docs/throwingsnowballsactivitybarrera.pdf)
* [3-2-1](http://www.readingquest.org/pdf/321.pdf) or [Exit Tickets](http://www.edutopia.org/practice/exit-tickets-checking-understanding), [Think-Pair-Share](http://www.readingquest.org/strat/tps.html)
* Total Physical Response (TPR)
* Wows, Wishes, & Words of Wisdom

[**Culturally Authentic “Texts”**](http://cultureconnection.wikispaces.com/)

*(Products, Practices, Perspectives)*

* [Ads](https://adsoftheworld.com/) or Commercials
* Art, [Images](http://capl.washjeff.edu/browse.php), [Photos](http://www.freeimages.com/), or [Pictures](http://www.pixabay.com/)
* Brochures or Flyers
* [Cartoons](http://www.gocomics.com/explore/international_editorials), [Comics](http://mlc2006.wikispaces.com/Comics+and+Graphic+Novels), & Graphic Novels
* [Children’s Books](http://www.childrenslibrary.org/icdl/SimpleSearchCategory?ids=&langid=&pnum=1&cnum=1&ilang=English&text=&lang=Spanish&search=Search)
* Documentaries or [Newscasts](http://broadcast-live.com/nations.html)
* Games, Jokes, or Puzzles
* Guest Speakers
* Infographics or Results from a Survey
* [Interviews](http://www.7billionothers.org/testimonies)
* [Magazine](http://www.bib.uab.es/premsa/directory-newspapers-magazines.php) or [Newspaper Articles](http://newspapermap.com/)
* [Movie Trailers](http://www.imdb.com/language/) or “Shorts”
* [Music](http://www.billboard.com/biz/charts/international), [Audio Books](https://librivox.org/search?primary_key=0&search_category=language&search_page=1&search_form=get_results), Radio Stories
* Online (blogs, e-mails, websites)
* Proverbs, Quotes, Tongue Twisters
* [Realia](http://www.realiaproject.org/) (Programs, Receipts, Tickets)
* [Short Stories](http://www.worldstories.org.uk/), Plays, or Poems
* Video Clips

[**Technology**](http://click2collaborate.wikispaces.com/Tools)

**Brainstorming**

* [Padlet](https://padlet.com/) or [Popplet](http://popplet.com/)
* [TitanPad](https://titanpad.com/)
* [Tricider](https://www.tricider.com/)

**Creating Products**

* [Canva](https://www.canva.com/create/infographics/), [Infogr.am](https://infogr.am/app/#/home), [Venngage](https://venngage.com/)
* [Edublogs](http://edublogs.org/)
* [Glogster](http://edu.glogster.com/) or [Mixbook](http://www.mixbook.com/)
* [Issuu](http://issuu.com/)
* [Letterpop](http://www.letterpop.com/)
* [MakeMyNewspaper](http://www.makemynewspaper.com/designer/app/open/)
* [Motivator](http://bighugelabs.com/motivator.php)
* [Simplebooklet](http://simplebooklet.com/index-sb.php) or [Smore](https://www.smore.com/)
* [Storybird](http://storybird.com/)
* [StoryboardThat](http://www.storyboardthat.com/)
* [Timetoast](http://www.timetoast.com/) or [Capzles](http://www.capzles.com/)
* [ToonDoo](http://www.toondoo.com/)
* [Weebly](http://www.weebly.com/), [Wix](http://www.wix.com/), [Wikispaces](http://www.wikispaces.com/)

**Gathering & Analyzing Info.**

* [BlendSpace](https://www.tes.com/lessons) or [Wikispaces](http://www.wikispaces.com/)
* [Gliffy](http://www.gliffy.com/) or [Mindomo](http://mindomo.com/)
* [Google Forms](http://docs.google.com) or [Wufoo](http://www.wufoo.com/)
* [PollEverywhere](https://www.polleverywhere.com/) or [Survey Monkey](https://www.surveymonkey.com/user/sign-in/?ep=%2Fhome%2F)
* [Thinglink](https://www.thinglink.com/)

**Interviewing**

* [Appear.in](https://appear.in/)
* [Audacity](http://audacity.sourceforge.net/download/) or [Vocaroo](http://vocaroo.com/)
* [ChatWing](http://chatwing.com/)
* [Google Hangouts](https://hangouts.google.com/) or [Skype](http://skype.com/)
* [Voicethread](http://voicethread.com/) or [Voki](http://www.voki.com/)
* **A**ctivate students' prior knowledge and experiences
* **B**uild background knowledge and oral language to prepare students for the content of the text
* Conceptual
* Cultural
* Language Patterns (Grammar)
* Vocabulary
* **C**apture students' attention and interest
* **D**evelop schema to help students' brains organize information
* **E**stablish a purpose for reading

**Purposes of** [**Pre-reading**](http://storytools.wikispaces.com/Pre-reading)

* **A**pply reading strategies
* **B**reak up (scaffold) the text
* **C**ommunicate to critically process the content/meaning of text
* **D**evelop interpersonal communication skills
* **E**valuate and support comprehension

**Purposes of** [**During Reading**](http://storytools.wikispaces.com/During+Reading)

* **A**nalyze text (counterbalance theory)
* **B**riefly summarize text
* **C**onsolidate and organize information to improve memory
* **D**evelop syntheses of information
* **E**xtend learning through application, creative production, interpersonal communication, and evaluation

**Purposes of** [**Post-reading**](http://storytools.wikispaces.com/Post-reading)

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**During Reading Activities**

*Pause to Participate:*

* [Annotate](https://s-media-cache-ak0.pinimg.com/236x/7a/79/65/7a796541824f90fa212d58e3382da60b.jpg) or [Highlight](http://www.adlit.org/strategies/23332/)
* [Checklists](https://www.buzzfeed.com/weareteachers/21-cool-anchor-charts-to-teach-close-reading-skill-h0xt)
* [Cloze Passages](https://wvde.state.wv.us/strategybank/ClozeActivity.html)
* [Compare & Contrast](http://www.readingquest.org/pdf/compare.pdf)
* Dramatize, Draw, or Illustrate
* [Embedded Reading](https://embeddedreading.com/2016/07/25/agen-2016/handout-for-embedded-reading-agen-16/)
* [Graphic Organizers](http://duallanguageimmersion.wikispaces.com/Templates)
* Journals ([Dialectical](http://freeology.com/graphicorgs/dialectical-journal-version-1/), [Double-entry](http://www.adlit.org/strategies/22091/))
* [Metacognitive Activities](https://www.pinterest.com/pin/262616221996749348/)
* [Opinion/Proof](http://www.readingquest.org/pdf/opinion.pdf)
* [Paraphrase](https://k12teacherstaffdevelopment.com/tlb/what-is-the-rap-strategy/)
* [Question Answer Response (QAR)](http://www.readingquest.org/pdf/qar_map.pdf)
* [Reader Response](http://www.teachersnotebook.com/product/AJGarcia/reading-response-sentence-starters) ([Tax. of Reflection](http://peterpappas.com/2010/01/taxonomy-reflection-critical-thinking-students-teachers-principals-.html))
* [Reading Comprehension Strategies](http://www.paec.org/fdlrstech/9SixComprehension.pdf)
* [Responding to Non-fiction Template](https://docs.google.com/file/d/0B218Q3V7pgVgYThmMDkwNTYtNDMxZi00NTljLWFmMDctMzlmNGQxMWU2OTEx/edit?pli=1)
* [Scavenger Hunt](https://www.pinterest.com/pin/86623992807344287/) ([Inquiry Chart](http://www.adlit.org/pdfs/strategy-library/ichart.pdf))
* [Selective Underlining](http://www.readingquest.org/strat/underline.html)
* [Semantic Feature Analysis](http://www.readingquest.org/strat/sfa.html)
* [Sequence](http://www.dailyteachingtools.com/images/x500SequentialOrderChart.jpg.pagespeed.ic.Y55MXh1mBn.jpg) ([Events](http://www.classroomfreebiestoo.com/2014/12/graphic-organizer-freebie.html?spref=pi), Images, or Text)
* [Signal Cards](http://www.classroomdiy.com/2012/09/diy-check-for-understanding.html) (May use other content
* [Sound Effects Read Aloud Activity](http://martinabex.com/2013/10/05/sound-effects-read-aloud/)
* [SQ4R](http://www.gallaudet.edu/tip/english_center/reading_(esl)/reading_and_mapping_strategies/sq4r.html)
* Subtitles
* [Text Rendering Protocol](http://www.nsrfharmony.org/system/files/protocols/text_rendering_0.pdf)
* [Text Structures](http://www.adlit.org/strategies/23336/)
* [Think Aloud](https://www.pinterest.com/pin/382172718349871020/)
* [Think-Pair-Share](http://www.readingquest.org/strat/tps.html)
* [Three-minute Pause](http://www.readingquest.org/pdf/3mp.pdf)
* [Venn Diagram](http://www.readingquest.org/pdf/venn_var.pdf) ([2](http://www.readingquest.org/pdf/venn2.pdf), [3](http://www.readingquest.org/pdf/venn3.pdf), [with summary](http://www.readingquest.org/pdf/venn_summary.pdf))
* Vocabulary Word Map

**Pre-Reading Activities**

*Activate Prior Knowledge & Experiences:*

* [ABC Brainstorm](http://www.readingquest.org/pdf/abc.pdf)
* Analogies or Metaphors
* [Anticipation Guide](http://www.adlit.org/strategies/19712/)
* [Cloze Passages](https://wvde.state.wv.us/strategybank/ClozeActivity.html)
* [Compare & Contrast](http://4.bp.blogspot.com/_v_aGU4Smrhc/S9-HW8BLv5I/AAAAAAAAAAM/uXDR37TI34U/s1600/image0.jpg) ([Elementary](http://www.enchantedlearning.com/subjects/whales/activities/whaletemplates/Whalesfish.shtml))
* [Concept Definition Map](http://www.readingquest.org/pdf/cdmap.pdf)
* [Concept Sort](http://www.adlit.org/strategies/21829/) ([List, Group, & Label](http://www.adlit.org/pdfs/strategy-library/listgrouplabel.pdf))
* [Describe & Draw](http://www.racingtoenglish.co.uk/d_loads/2b%20Describe%20and%20draw%203.pdf), Circumlocution
* [Frayer Model](http://www.adlit.org/strategies/22369/)
* [Games](http://languagelinks2006.wikispaces.com/Games)([Charades](http://www.cs.umd.edu/~nau/misc/charades.html), Detective, M&Ms, [Taboo](http://languageteachinggames.blogspot.com/2012/10/taboo.html) ([Cards](https://embracingchina.files.wordpress.com/2014/08/taboo-game.pdf)), [$10,000](http://www.theteachertoolkit.com/index.php/tool/10000-pyramid) Pyramid)
* [Gouin Series](https://wlclassroom.com/2012/02/10/using-the-gouin-series-is-the-foreign-language-classroom/)
* Highlight words they KNOW
* [Idea Rating Sheet](http://www.idearatingsheets.org/sites/default/files/201409/idea_rating_sheet_design_v4.pdf)/Opinionnaire
* [Inquiry Chart](http://www.readingquest.org/pdf/ichart.pdf)
* [Inside/Outside Circles](http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles)
* [KWL Chart (Modified)](http://www.readingquest.org/pdf/kwl_mod.pdf)or [Inquiry Chart](http://www.readingquest.org/pdf/ichart.pdf)
* [Magic Box](http://www.shriramschool.org/preschool/wp-content/uploads/2015/06/magic-box-activity.jpg)
* [Mystery Picture](http://www.elteaching.com/?p=66)
* Predict the Text (Pix in Wordless Bks)
* Predictions([First Lines](http://www.adlit.org/strategies/23330/))([Possible Sent](http://www.adlit.org/pdfs/strategy-library/possiblesentences.pdf))
* Put Scrambled Paragraphs in Order
* [Questioning](http://www.readingquest.org/pdf/ichart.pdf), Surveys
* Read an Easier Text on Same Topic
* [Respond to a Quote (Essay)](https://homeworkchs.wikispaces.com/file/view/Quote_Essay_OutlineandSample.pdf), Journals
* [Show & Tell](http://www.slideshare.net/imatatsu83/show-and-tell-2-example)
* [Signal Cards](http://www.classroomdiy.com/2012/09/diy-check-for-understanding.html) (May use other content)
* [Total Physical Response (TPR)](http://www.colorincolorado.org/educadores/contenido/oral/)
* Video Clips or Slideshows
* [Vocabulary Word Map](http://www.readingquest.org/pdf/wordmap_2.pdf) (Alternate ver.

**Post-Reading Activities**

**CHECK COMPREHENSION**

* [Choose Your Own Reading Activity](https://docs.google.com/document/d/1CMYH6o4txTfgWbh6aUH_0dHyjMW9a1iqOopCmFRIt6c/edit?hl=en_US#heading=h.txkl05fg24ak)
* [Games](http://languagelinks2006.wikispaces.com/Games)
* Interview the Text, Write T/F Stmt
* [Reading Response Choice Boards](http://www.thecuriousapple.com/2013/02/non-fiction-reading-response-choice.html)
* [Reflect](https://www.pinterest.com/pin/262616221996749348/) or [Self-assess](https://www.pinterest.com/pin/168744317262321083/) ([I can](https://www.pinterest.com/pin/168744317261234974/) . . . )
* [Sentence Starters for R. Response](http://teachersites.schoolworld.com/webpages/Hultenius/files/sentencestarters%20for%20reader%20response.pdf)
* [Sequence](http://www.dailyteachingtools.com/images/x500SequentialOrderChart.jpg.pagespeed.ic.Y55MXh1mBn.jpg) ([Events](http://www.classroomfreebiestoo.com/2014/12/graphic-organizer-freebie.html?spref=pi), Images, Text)
* [Three, Two, One](http://www.readingquest.org/pdf/321.pdf)

**ORGANIZE & SYNTHESIZE INFO.**

* [Cause and Effect Worksheet](https://www.teacherspayteachers.com/Product/Cause-and-Effect-Template-251057)
* [Character Comparisons](http://www.dailyteachingtools.com/free-graphic-organizers-readerizer2.html#3)/[Maps](https://www.pinterest.com/pin/287597126176894245/)
* [Graphic Organizers](http://duallanguageimmersion.wikispaces.com/Templates)
* [Pattern Puzzles](http://www.readingquest.org/strat/patternpuzzles.html)
* [Story Map](http://www.adlit.org/pdfs/strategy-library/storymap.pdf)
* [Text Rendering Protocol](http://www.nsrfharmony.org/system/files/protocols/text_rendering_0.pdf)
* [Thesis/Proof](http://www.readingquest.org/pdf/thesis_b.pdf)
* [Venn Diagram](http://www.readingquest.org/pdf/venn_var.pdf) ([2](http://www.readingquest.org/pdf/venn2.pdf), [3](http://www.readingquest.org/pdf/venn3.pdf),  [w/ summary](http://www.readingquest.org/pdf/venn_summary.pdf))

**SUMMARIZE TEXT**

* [ABC Brainstorm](http://www.readingquest.org/pdf/abc.pdf)
* Assemble Cut-up Summaries
* Checklist Retelling
* [Common Core Sentence Frames](http://teachersites.schoolworld.com/webpages/Hultenius/files/common%20core%20sentence%20frames.pdf)
* Illustrate Key Passages of Text
* [Lesson Closure Frame](http://www.readingquest.org/pdf/closure_frame.pdf)
* [Making Inferences](https://docs.google.com/file/d/0B8DtIUhMGc9qSHpzNjdyNS00N0U/edit?pli=1)
* [Map the Story](http://www.readingquest.org/pdf/story_map.pdf) ([Story Pyramid](http://www.readingquest.org/pdf/story_pyramid.pdf))
* [Read & Retell](https://drive.google.com/file/d/0B-uG1QEpdGtfUmxsaVFiWks5TWM/edit),[Roll & Retell](https://www.pinterest.com/pin/22940279326971429/) ([Rubric](https://www.pinterest.com/pin/95068242109312985/)
* [Reciprocal Teaching](http://www.readingquest.org/strat/rt.html)
* [Sum It Up](http://www.readingquest.org/pdf/sumitup.pdf) ([Instructions](http://www.readingquest.org/pdf/sumitup_dir.pdf))



**Building Academic Language**

* **Categories** *(i.e. Carnivores, Dairy, Perennials, Produce, Reptiles)*
* **Content-specific Vocabulary** *(Congruent, Immigrate, Mitosis, Stanza)*
* **Expand the Context** *(Self🡪 Neighborhood 🡪 Community 🡪 Country 🡪 Culture 🡪 World)*
* **Focus on General Academic Language That Transfers Across Disciplines** *(Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve)*
* **Mind Maps & Word Families** *(nourish, nutrients, nutrition, nutritious, malnourished)*
* **Progressively Shift from Concrete to Abstract** *(My boyfriend 🡪 Affection)*
* **Substitute Prepositional Phrases** *(to come back = to return; to give up = to surrender)*
* **Teach Transitional Words & Phrases** *(By contrast, Consequently, Furthermore, However, Therefore)*
* **Use Technical Terms** *(Calibrate, cardiac, configure, contusion, pediatric, polymer)*
* **Word Study** *(i.e, word roots, prefixes, suffixes, synonyms and antonyms, compound words)*

**What is academic language?**

". . . the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.

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* **Complex Sentences**

* **Content-Specific Vocabulary**
* **Formal, Professional Language**
* **General Academic Language**
* **Specialized Vocabulary**
* **Transitions & Connecting Language**

**components of**

**academic language**

**Text 2:**

**Text 1:**

**Disciplinary**

**Content**

**Disciplinary**

**Content**

**a**

**TALKING TASKS:**

**THINKING TASKS:**

**Can Do Statement:**

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**Formative Assessment:**

**Strategies for Developing Intercultural Communication Skills**

* **Explore culturally authentic materials**
* **Observe cultural products and practices**
* **Reflect on own culture**
* **Compare & contrast**
* **Investigate multiple perspectives**
* **Critically interpret**

**Strategies for Connecting the Classroom to the World**

* **Create meaningful opportunities to communicate**
* **Integrate language, disciplinary content, culture, & Career Pathways**
* **Craft opportunities for critical thinking**
* **Collaborate with TL communities**

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**Strategies for Fostering Meaningful Interpersonal Communication**

* **Provide compelling reasons to communicate**
* **Create an information gap**
* **Give learners meaningful content to discuss**
* **Target specific communicative language functions** 
  + ***Ask Questions***
  + ***Compare/Contrast***
  + ***Describe***
  + ***Explain***
  + ***Narrate***
  + ***State Opinions***
  + ***Hypothesize***

**Strategies for Making Input Comprehensible**

* **Actively Involve Students**
* **Chunk Information**
* **Cognates**
* **Comparisons or Analogies**
* **Comprehension Checks**
* **Connections to Learners’ Prior Knowledge & Experiences**
* **Drawing, Images, or Visuals**
* **Facial Expressions**
* **Formatting (Highlight Language Patterns)**
* **Gestures/Total Physical Response (TPR)**
* **Models**
* **Multiple Examples & Representations**
* **Paraphrasing, Rephrasing, & Repetition**
* **Props, Realia, or Costumes**
* **Questions (Y/N, either/or, names, multiple choice, open-ended)**
* **Simple, Well-paced Language**
* **Sound Effects**
* **Synonyms, Antonyms, Roots, Prefixes, & Suffixes**
* **Tone of Voice**

***Interpersonal Communication should be:***

**Spontaneous**

* Are there **multiple opportunities** for interpersonal communication?
* Are students working with **different partners**?
* Are students **moving** around the classroom?
* Are the activities **different** from each other?
* Do the students need to be **constantly engaged** in order to complete activities? (or can they easily predict when they “need to pay attention?”)

**Centered on Negotiating Meaning**

* Is there a real **information gap**?
* Is the activity **motivating**?
* Is the activity **personally relevant** to students?

**Scaffolded**

* Does the teacher **model** the activity?
* Does the teacher **activate prior knowledge**?
* Are the activities **paced well**?
* Are there recognizable **language patterns** to aid students?
* Do the activities require reasonable levels of **risk**?
* Are the activities **based on objectives**?
* Do students have **multiple opportunities to practice**?

**Proficiency-Oriented**

* Are students able to be **creative** with the language?
* Do the activities help students meet **specific language objectives**?
* Do the activities require students to speak at an intermediate level (strings of sentences instead of single words), or at an advanced level (paragraph-length responses using multiple verb tenses)?
* Do the activities **prevent students from simply parroting** memorized responses?

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**How will you scaffold interpersonal communication to support the development of academic language and interculturality?**

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**Narrate & Describe**

* State observations
* Provide descriptive details regarding events, people, places, things, and ideas
* Sequence information
* Indicate chronology

**Compare & Contrast**

* Identify items for comparison
* Determine inherent characteristics of each item
* Divide characteristics into categories
* Generate contrasting descriptions

**Reflect & Interpret**

* State & frame the issue
* Hypothesize re: observations
* Support & justify opinion w/ explanation & evidence
* Defend: With relevant info., logical arguments

**Possible Scaffolds:**

* Formatting
* Graphic Organizers
* Pre-speaking Activities
* Processes & Protocols
* Sentence Frames/Starters
* Word Banks & Word Walls

***Progressively expand:***

**CONTEXT (Personal 🡪 General**

**Professional 🡪 Domain-specific**

**Professional)**

**CONTENT (Familiar, concrete 🡪**

**Formal, abstract)**

[**COGNITIVE SKILLS**](http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf) **(Lower🡪 Higher)**

**Embedded in context/content**

**CONTROL (Minimal 🡪 Full)**

**Interact**

* Ask questions
* Request clarification
* Respond to someone else’s comment
* Interrupt
* Rejoinders (Polite, culturally-appropriate responses)

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**To shift to Advanced, learners should:**

* Complete tasks that require paragraph-level responses
* Use sentences organized with time markers & transitions
* Practice varying sentence structure
* Focus on linking ideas

**Prompts Requiring Creation w/ Language:**

1) Ask for a **description** of the place, event, or circumstances 🡪 Descriptions in sentences *(Formulaic ¿Cómo es? Questions)*

2) Ask for a **process** (all the details/steps)

🡪 Present narration *(How did you get started…?)*

3) Ask for a **story** from beginning to end

4) Scenarios that **require student to ask & answer ?s**, provide **details**, **elaborate**

* Ask about a variety of topics
* Move away from the speaker’s autobiographical and personal interests toward community, local/national/news (avoid “hothouse specials”)
* Develop same topic 🡪 past, present future narration by referring back to things already mentioned
* Spiral, expand contexts, get whole story
* Insist on circumlocution, don’t help

**To shift to Superior, learners should:**

* Discuss formal, abstract topics
* Complete professional tasks requiring precise vocab, academic lang., content
* Complete tasks that require argument and stating and supporting an opinion
* Describe & explain abstract issues, not just regurgitate facts/personal stories
* Build content knowledge and attend to culture and genre

**Prompt Requiring Argumentation:**

**1) State the context** *(En el campo de..,)*

**2) State the controversy** *(Hay algunos que dicen…, pero otros dicen que….)*

**3) State the question requiring an opinion or speculation** *(¿Qué opinas? ¿Cuáles son las ventajas y desventajas?)*

* Be more formal/distant, not be helpful
* Act mildly confrontational
* Raise the level of your own language, use some of the jargon, specialized vocabulary
* Use preludes to set tone and encourage provocative questions
* Model the level, broaden the context, require different points of view
* Invite abstract treatment of topic, supported opinion, and hypotheses

**Advanced**

**Novice**

**To shift to Intermediate, learners should:**

* Use full sentences (in any order)
* Create own meaning
* Use question words
* Circumlocute
* Use rejoinders (not praise expressions)
* Focus on comprehensibility

**Prompts Requiring Formulaic Language:**

1) Ask formulaic *¿Qué?* questions 🡪 Lists

2) Ask learners to describe in the present

3) Ask learners to narrate in the present

**Tips for Teachers**

* Focus on what is familiar to learners
* Give learners opportunity to recycle vocabulary use in different contexts
* Encourage the use of connectors
* Encourage learners to expand precision by adding details
* Encourage learners to provide details with relative clauses
* Encourage the avoidance of repetition with the use of pronouns
* Provide sentence frames and word banks

**Intermediate**

**Peer Feedback for the Person Conducting the Interview (THE INTERVIEWER)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Criteria** | **Performance Target** | **Peer 1 Rating**  Rater: | **Peer 2 Rating**  Rater: |
| **Target Language Use** | 4: Circumlocutes when stuck.  3: Stays in the TL, but uses English for a few words  that don’t translate well.  2: Stays in the TL, but translates word for word.  1: Code-switches between the TL and English,  especially when it comes to words they  don’t know. | Rating:\_\_\_\_\_\_\_\_  Comments: | Rating:\_\_\_\_\_\_\_\_  Comments: |
| **Culturally Appropriate Behaviors** | 4: Exhibits culturally appropriate non-verbal  behaviors (such as bowing or shaking hands)  and verbal behaviors (such as using  appropriate filler words, pauses, etc.).  3: Linguistically polite and uses some cultural  conventions.  2: Linguistically polite, but does not demonstrate  awareness of cultural conventions.  1: Demonstrates a lack of linguistic, cultural,  and social grace. | Rating:\_\_\_\_\_\_\_\_  Comments: | Rating:\_\_\_\_\_\_\_\_  Comments: |
| **Initiating, Sustaining, & Closing the Interview** | 4: Begins, sustains, and closes the interview.  3: Begins and sustains the interview, but the  interviewee closes it.  2: Begins the interview with prompting from the  interviewee, who helps keep it going and  closes it.  1: Interviewee begins, sustains, and closes the  interview. | Rating:\_\_\_\_\_\_\_\_  Comments: | Rating:\_\_\_\_\_\_\_\_  Comments: |
| **Asking Questions** | 4: Asks open-ended questions using a variety of  sentence patterns.  3: Asks open-ended questions using a variety of  interrogative words.  2: Asks yes/no questions using appropriate  interrogative words.  1: Asks simple, informational tag questions  (i.e., A statement + yes? no?). | Rating:\_\_\_\_\_\_\_\_  Comments: | Rating:\_\_\_\_\_\_\_\_  Comments: |
| **Responding Politely & Asking for Clarification** | Reacts to the interviewee’s responses with:  4: Comments or requests for additional clarification  and elaboration.  3: Appropriate rejoinders.  2: Single word responses.  1: Only non-verbally. | Rating:\_\_\_\_\_\_\_\_  Comments: | Rating:\_\_\_\_\_\_\_\_  Comments:  18 |

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| --- |
| TEACHING WRITING |
| Modeled Writing ♦ Shared Writing ♦ Collaborative Writing ♦ Independent Writing |

|  |
| --- |
| WRITING PROCESS |
| Brainstorming ♦ Planning Writing ♦ Pre-writing ♦ Writing ♦ Revising ♦ Editing |

|  |  |
| --- | --- |
| DEVELOPING WRITING SKILLS | BUILDING WRITING PROFICIENCY |
| * Tracing | * **Graphic Organizer or Storyboard** |
| * Copying | * **Building Sentences (human sentence building or manipulatives)** |
| * Multisensory Practice (Air, Beans, Magnets, Pudding, Salt, Sand, Sidewalk Chalk) | * **Board Races or White Boards** |
| * Dictation Activities | * **Adding Details (Elaboration)** |
| * Cloze Passages, Labeling, Lists | * **Connecting Sentences with Conjunctions *(and, but, nor, or, so, yet)*** |
| * Language Experience Approach | * **Making Sentences More Complex *(clauses)*** |
| * Picture Prompts, Picture Walk, Story Sacks | * **Timed Writings *(to build fluency)*** |
| * Journals: Dialogue, Conversation Journals, Pen Pal | * **Using Transitional Words & Phrases *(signaling relationships among ideas, building arguments)*** |
| * Writers’ Workshop | * **Writing in Culturally-Appropriate Ways *(genre, text structure, writing conventions)*** |

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|  |  |
| --- | --- |
| WRITING ACTIVITIES | |
| * Big Book | * **Magazine** |
| * Billboard | * **Movie Poster** |
| * Blog Post | * **Prequel** |
| * Brochure | * **New Ending** |
| * Children’s Book | * **Newsletter** |
| * Choose Your Own Adventure | * **Newscast** |
| * Clone Story/Poem | * **Newspaper Article** |
| * Comic Strip | * **Obituary** |
| * Conversation Journal | * **Playscript** |
| * Dear Abby Letter | * **Poem** |
| * Digital Story | * **Pop-up or Smoosh Book** |
| * Editorial | * **Tabloid** |
| * [Foldable](http://www.delicious.com/chericem/foldables) | * **Tag Cloud or Tweet** |
| * Fractured Fairy Tale | * **Timeline** |
| * Greeting Card | * **Trading Card** |
| * Letter to a Character | * **Website** |
| * Madlib | * [**Window Activity**](http://openingpaths.org/wp-content/uploads/2013/07/Window-Activity-Description.pdf) **(with image)** |

|  |
| --- |
| Tips for Chinese Teachers for Teaching Writing  from Ellen Knell, Ph.D. |
| * Have learners follow along with the characters in a text during read alouds to help them connect oral language to print |
| * Build writing activities on a foundation of oral language and shared experiences *(Language Experience Approach)* |
| * Activate learners’ prior knowledge and experiences before reading or writing activities |
| * Select high frequency characters |
| * Begin with easier characters first (i.e., use numbers to teach stroke order and directionality, then build on that knowledge to teach more complex characters) |
| * Give learners practice building characters |
| * Ask learners to use the characters they are practicing in sentences immediately so that their writing is contextualized |
| * Build learners’ reading fluency and autonomy with timed reading practice |
| * Meaningful and contextualized writing practice builds character recognition and reading fluency |
| * Extensive reading in appropriately leveled texts increases reading proficiency and students’ motivation |

20

**1) Make a choice in each row.**

**2) Write a story based on your choices.**

**una aventura**

**la cárcel**

**un animal peligroso**

**una fiesta**

**un misterio**

**una idea interesante**

**un tesoro**

**una persona famosa**

**un objeto mágico**

**una pelea**

**un problema**

**un robo**

**una sorpresa**

**el café**

**la escuela**

**el hotel**

**el conocimiento**

**el amor**

**una transformación**

**España**

**Venezuela**

**un descubrimiento**

**una isla**

**el bosque**

**las montañas**

21

**1) Write one word in each box.**

**2) Stop writing when the teacher calls time.**

**3) Tally your total words.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **5** |
|  |  |  |  |  | **10** |
|  |  |  |  |  | **15** |
|  |  |  |  |  | **20** |
|  |  |  |  |  | **25** |
|  |  |  |  |  | **30** |
|  |  |  |  |  | **35** |
|  |  |  |  |  | **40** |
|  |  |  |  |  | **45** |
|  |  |  |  |  | **50** |
|  |  |  |  |  | **55** |
|  |  |  |  |  | **60** |
|  |  |  |  |  | **65** |
|  |  |  |  |  | **70** |
|  |  |  |  |  | **75** |
|  |  |  |  |  | **80** |
|  |  |  |  |  | **85** |
|  |  |  |  |  | **90** |
|  |  |  |  |  | **95** |
|  |  |  |  |  | **100** |
|  |  |  |  |  | **105** |
|  |  |  |  |  | **110** |
|  |  |  |  |  | **115** |
|  |  |  |  |  | **120** |
|  |  |  |  |  | **125** |
|  |  |  |  |  | **130** |

**Total Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes Total Words: \_\_\_\_\_\_\_\_\_\_\_\_\_ words**

22

*Based on an idea by Kevin Fletcher & Linda Bayes*

23

**Instructions:** Read each statement. 🡪 Write an answer in each column. 🡪 Don’t use the same name twice.

|  |  |  |  |
| --- | --- | --- | --- |
| **List three people in this class who…** | **The first person I think of in this class** | **A friend in this class** | **Someone I don’t know well** |
| 1) …demonstrate artistic skills. |  |  |  |
| 2) …are collaborative (work well with others). |  |  |  |
| 3) …are good communicators in English. |  |  |  |
| 4) …are good communicators in the target language. |  |  |  |
| 5) …are good at generating creative ideas and possibilities. |  |  |  |
| 6) …are critical thinkers and effective problem-solvers. |  |  |  |
| 7) …good graphic designers. |  |  |  |
| 8) …good at interacting with people from different cultures. |  |  |  |
| 9) …good at motivating others. |  |  |  |
| 10) …effective leaders. |  |  |  |
| 11) …well-organized. |  |  |  |
| 12) …good researchers. |  |  |  |
| 13) …persuasive public speakers. |  |  |  |
| 14) …good at using technological tools. |  |  |  |
| 15) …good writers. |  |  |  |

**Names of Team Members:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rate your team on each of the following criteria using the scale below:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **This is not true of our team.** | **This is true of some, but not all of the team.** | **Uncertain.** | **Our team has addressed this issue, but we don’t all agree.** | **Our team agrees on this issue.** |
| **1 2** | **3 4** | **5 6** | **7 8** | **9 10** |

\_\_\_\_\_ 1) We have **introduced ourselves** to one another.

\_\_\_\_\_ 2) We have **identified which** **aspect of the project we will work on** today.

\_\_\_\_\_ 3) We have **set a goal** for what we want to accomplish today.

\_\_\_\_\_ 4) We have **decided what we need to learn** in order to complete our task

\_\_\_\_\_ 5) We have **divided up responsibilities** among the members of our team.

\_\_\_\_\_ 6) **We all know how to** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ 7) Our team can **describe and explain** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ 8) Our team can **narrate** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ 9) Our team can **state an opinion about** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ 10) Our team can **demonstrate how to** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ 11) One **question** our team still has is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ 12) Our team **needs help with** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Note the criteria can be about team process, grammatical structures, cultural content, conceptual understanding, or a combination of these things.**

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # | ***Aspect of Work*** | **Positive Sentence Starters** | **Specific Example From Work** | **Reasons (+)** |
|  | ***One…*** | ***…that…*** | **…*is/was…*** | ***…because it…*** |
| 1 | Approach | …captured the audience’s attention… |  | …**activated** the audience’s prior knowledge and experiences with… |
| 2 | Aspect | …developed a sense of community… |  | …**captured** the audience’s interest. |
| 3 | Component | …facilitated collaboration and/or student voice and choice… |  | …**challenged** the audience to think more critically about… |
| 4 | Concept | …highlighted your strengths… |  | …**clarified**… |
| 5 | Decision | …improved the quality of the experience… |  | …**elicited** meaningful discussion about… |
| 6 | Element | …provoked reflection… |  | …**enabled** the audience make sense of… |
| 7 | Example | …sparked the audience’s curiosity/interest… |  | …**engaged** the audience while you… |
| 8 | Facet | …surprised the audience… |  | …**facilitated**… |
| 9 | Idea | …was cognitive challenging… |  | …**generated** a genuine desire in the audience to find out more about… |
| 10 | Item | …was emotionally engaging… |  | …**guided** the audience’s attention to… |
| 11 | Part | …was especially effective… |  | …**helped** the audience to feel… |
| 12 | Piece | …was extremely thought-provoking… |  | …**invited** the audience to… |
| 13 | Principle | …was inspiring… |  | …**motivated** the audience to… |
| 14 | Segment | …was personally empowering… |  | …**prepared** the audience to/for… |
| 15 | Strategy | …was meaningful… |  | …**re-engaged** the audience… |
| 16 | Technique | …was powerful... |  | …**required** the audience to produce… |
| 17 | Thing | …was socially satisfying… |  | …**scaffolded** --- for the audience… |
| 18 | Way | …worked really well… |  | …**shifted** the audience’s perspective about…  25 |
| # | ***Aspect of Work*** | **Suggestions for Change** | **Specific Example From Work** | **Reasons (∆)** |
|  | ***One…*** | ***…that…*** | **…*is/was…*** | ***…because…***  ***…needs…***  ***...so that the audience could…*** |
| 1 | Approach | …confused me… |  | …a wider variety of options/strategies… |
| 2 | Aspect | How did you decide…? |  | …breaking it down into smaller steps/more scaffolding… |
| 3 | Component | …I didn’t understand… |  | …different options… |
| 4 | Concept | …I found challenging… |  | …more attention to aesthetics/visual support. |
| 5 | Decision | ...I needed more of… |  | …more audience involvement… |
| 6 | Element | …I wanted to know more about… |  | …more authenticity… |
| 7 | Example | I was wondering what would happen if… |  | …more choice/voice in… |
| 8 | Facet | …would have been helpful… |  | …more concrete examples/details… |
| 9 | Idea | …would make this even better… |  | …more evidence of… |
| 10 | Item | …you might consider… |  | …more information… |
| 11 | Part | …you could further develop… |  | …more opportunities to… |
| 12 | Piece | …you may wish to refine… |  | …more personal connections… |
| 13 | Principle | …you might add… |  | …more physical involvement…. |
| 14 | Segment | …you might expand… |  | …more reflection… |
| 15 | Strategy | …you might explore in more depth… |  | …more selective information… |
| 16 | Technique | …you might highlight.., |  | …more structure… |
| 17 | Thing | …you might include… |  | …more sustained inquiry... |
| 18 | Way | …you might remove… |  | …more time for… |

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1) Overall, I would **rate** this workshop as: **POOR MEDIOCRE GOOD EXCELLENT**

2) The **content** of this workshop matched my expectations: **STRONGLY DISAGREE AGREE STRONGLY**

**DISAGREE AGREE**

3) I **learned** things that will help me in my classroom: **STRONGLY DISAGREE AGREE STRONGLY**

**DISAGREE AGREE**

4) The **resources** shared in this workshop will be useful to me. **STRONGLY DISAGREE AGREE STRONGLY**

**DISAGREE AGREE**

5) One new insight I gained from this workshop was . . .

6) The most useful resource that was shared during this workshop was . . .

7) One change I will make as a result of attending this workshop is…

8) One suggestion or question I still have is . . .

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